

# THE EFFECT OF PRINCIPAL'S LEADERSHIP AND JOB SATISFACTION ON THE GUIDANCE AND COUNSELING TEACHERS' PERFORMANCE

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**Abstract-** *The objective of this research was to determine the effect of principal's leadership, and job satisfaction to performance of guidance and counseling teachers at Public Vocational School in Jakarta, Indonesia. The research was conducted by using a survey method with path analysis applied in testing hypothesis. The research method is used quantitative approach, using path analysis. The target population size of this research is 133 of teachers. Research samples selected as much as 100 teachers using simple random sampling technique. Results of this study indicates that the principal's leadership and teachers' job satisfaction have a very important role on the performance among guidance and counseling teachers. The implication of the research is that it is crucial to strengthen teachers' job satisfaction in order to improve the performance among guidance and counseling teachers. Based on this research of data obtained the following conclusions: (1) the principal's leadership has positive direct effect on performance, (2) job satisfaction has positive direct effect on performance, (3) the principal's leadership has positive direct effect on job satisfaction. The conclusion is that the teacher's performance is effected by the principal's leadership, and teacher's job satisfaction.*

**Keyword-** *performance, principal's leadership, job satisfaction*

## 1. INTRODUCTION

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The quality of education lies in how educators carry out their duties in a professional manner and are based on values approaching ideal conditions and beneficial to the welfare of students, educators and the community. In the Indonesia Minister of Education and Culture Regulations No. 111 of 2014 concerning Guidance and Counseling in Basic Education and Secondary Education, states that guidance and counseling is a systematic, objective, logical, and continuous effort and programmed by counselors or guidance and counseling teachers to facilitate the development of students / counselees in order to achieve independence in his life. Academic qualifications and competencies as learning agents are developed by BNSP and determined by the Ministerial Regulation. Guidance and counseling teachers have duties, responsibilities, and authority in the implementation of guidance and counseling services for students. The task of guidance and counseling teachers is related to developing the potential of the students in accordance with the needs, talents, interests, and personalities of students in schools / madrasas.

Vocational High School is one of the secondary education levels that is of interest to students because after graduating students have the skills to jump right into the world of work or the industrial world. But the Central Statistics Agency (2018) states that the open unemployment rate in Indonesia as of February 2018 amounted to 6.87 million people or 5.13%. Thus, the percentage of unemployed graduates of vocational high schools occupies the highest position when compared to other tertiary education graduates, which is 8.92%. That is, of the 100 Vocational High School graduates, 8-9 people have not found work. This data shows that vocational schools whose education was deliberately designed to prepare students to enter the workforce, apparently did not produce graduates who could be accepted by the workforce or at least could create their own jobs.

By looking at the various conditions, the researchers describe that the quality of education in Jakarta State Vocational Schools is very varied and most are in suboptimal conditions. This can be observed from several aspects namely: the process of absorption by the workforce, the interest of students who are wrongly directed so that it is not in accordance with their potential, the mental entrepreneurship of students is less optimally embedded. Therefore, the development of system support related to guidance and counseling, fulfillment of other facilities and infrastructure needs to be pursued more optimally, as well as efforts to improve the performance of guidance and counseling teachers need attention. For this reason, it is necessary to conduct a study of the performance of the educators involved, such as school principals, teachers or counselors, and to explore various factors that influence them in the education process at State Vocational Schools in Jakarta.

Performance is considered as an important factor in an organization, both profit and non-profit organizations. Performance is a reflection of the extent of performance of individuals working in organizations. Performance is work output related to organizational goals such as quality, efficiency and other criteria for effectiveness. Job performance is the outcomes of jobs that relate to the purposes of the organization such as quality, efficiency, and other criteria of effectiveness. Job performance includes a number of outcomes, such as: objective outcomes, personal behavior outcomes, intrinsic and extrinsic outcomes, and job satisfaction outcomes (Gibson, Ivancevich, & Konopaske, 2011; Lunenburg, 2011). Thus, to see individual performance, then the assessment needs to be presented as a whole to the set of tasks and responsibilities assigned to it. Performance must be clearly defined and understood by the employees who are expected to perform well at work. Performance in most multidimensional lines of work. Each specific job in an organization requires the definition of those skills and behaviors essential to excellent performance. Defining performance is a prerequisite to measuring and evaluating performance on the job (Nelson & Quick, 2013). Performance refers to evaluating the results of the work of individuals who are already employed. If the work results exceed the established standards, then the performance can be

declared good (Colquitt, Lepine, Wesson, & Gellatly, 2011). Based on the description and analysis of the concepts above, it can be synthesized that what is meant by performance is the intensity of the individual in carrying out the planning, implementation, assessment, assessment analysis, and follow-up service of a program, with indicators namely: (1) achievement of work standards; (2) accuracy in the use of resources; (3) achievement of organizational goals; and (4) contributions to the organization.

Many other variables can affect the level of employee performance. By considering various expert opinions and the research that has been done, the authors observe that the guidance and concealing teacher performance conditions need to be improved in order to be able to participate in improving the quality of State Vocational School graduates, and be able to be absorbed in the world of work in this globalization era. The performance of guidance and concealing teachers at State Vocational Schools in Jakarta is greatly influenced by situational factors, namely: leadership of school principals, and job satisfaction of guidance and concealing teachers. First, the principal's leadership. The school principal is the driving force and determinant of the direction of educational policy in the schools he fosters. As the manager of an educational unit, the principal is demanded to always improve the effectiveness of his leadership. Second, job satisfaction. Achieving the goals and ideals of the school to the satisfaction of school personnel, including teacher guidance and counseling. Job satisfaction of school counselors/school counselors with regard to work suitability that has an impact on performance. Guidance and Concealing teachers who feel satisfied with their work will have an impact on performance, such as diligent work, have a clear work program, discipline, and work passionately and responsibly. High job satisfaction means, that is able to work well in accordance with work demands and applicable norms.

Leadership in organizations becomes one of the variables that can affect performance. Leadership is the extent to which a leader actually does help a group or organization to achieve its goals. An effective leader helps achieve goals; an ineffective leader does not (Chang, 2017; Colquitt, et al., 2011; George, Jones, & Yang, 2012). Leadership is thus productively understood as a discursive performance, which by influencing others advances the goals of the organization (transactional behavior) while also maintaining harmony within the group (Schnurr, 2008). In fact, we have sketched a picture of effective and successful leaders: those who use attraction, reciprocity, colleague, commitment, expertise, scarcity, trust, fairness, self-efficacy, and optimism to mobilize others to achieve shared goals (Hossain & Saleh, 2016; Hoy & Smith, 2007). One reason is that transformational leaders encourage followers to set goals congruent with the followers' own authentic interests and values (Nelson & Quick, 2006; Yulk, 2010). Leadership is determined by the interaction of the environment and personality factors (Ivancevich et al., 2014). Effective leadership is determined by the environment and personality factors. Good and ideal leadership is determined by a combination of situations faced by leaders with appropriate leader behavior (Nelson & Quick, 2013). The previous research revealed that transformational leadership has been proven to affect performance, even the performance created exceeds expectations (Danişman, Tosuntaş, & Karadağ, 2015; Dionne, Yammarino, Atwater, & Spangler, 2004; Hossain & Saleh, 2016; Madanchian, Hussein, Noordin, & Taherdoost, 2016; Yıldız, Baştürk, & Boz, 2014). In addition, leadership also influences job satisfaction, especially transformational leadership (Baltacı, Kara, Tascan, & Avsalli, 2012; Bushra, Ahmad, & Naveed, 2011; Jyoti & Bhau, 2015; Stewart, 2006; Yang et al., 2019; Yirik & Baltacı, 2014). Based on the analysis of the concepts above, it can be synthesized that what is meant by leadership is the process of influencing and directing in carrying out its leadership tasks to achieve the desired organizational success, with indicators: (1) directing members; (2) fostering cooperation; (3) support members in working; (4) delegating work; and (5) set an example in working.

Employee job satisfaction according to several experts and several studies are also known to have an influence on performance. Job satisfaction-known as feelings of satisfied, reflecting attitudes toward their jobs. Job satisfaction plays an important role in organizations (George, et al., 2012; Greenberg & Zhang, 2010; Newstrom, Davis, & Pierce, 1993). It represents how you feel about your job and what you think about your job. Employees with high job satisfaction experience feelings when they think about their duties or take part in task activities (Colquitt, et al., 2011). It has been treated both as a general attitude and as satisfaction with five specific dimensions of the job: pay, the work itself, promotion opportunities, supervisions, and coworkers (Nelson & Quick, 2013). Job satisfaction is also the results of their perceptions of their jobs, based on factors of the work environment, such as the supervisor's style, policies, and procedures, work group affiliations, working conditions, and fringe benefits (Gibson, et al., 2011; Liedtke et al., 2008). A deep literature review has been made in order to show the effects of leadership behaviors of company employers on job satisfaction (Bakan, Buyukbese, Ersahan, & Sezer, 2014). An overall impact of leadership behavior on job satisfaction has been examine.

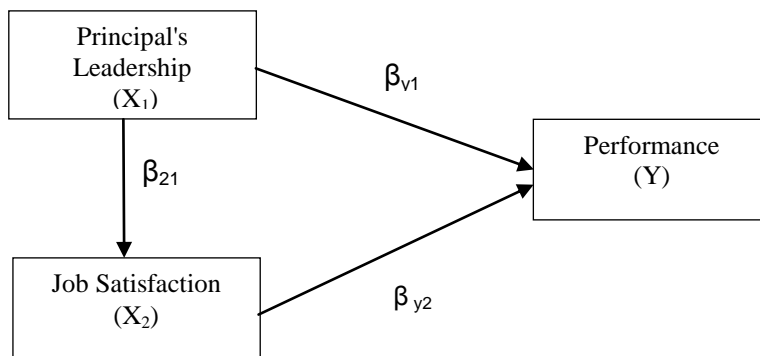
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In general, this study aims to determine the presence or absence of influence between variables, namely: (1) positive direct influence of school leadership on performance, (2) positive direct effect on job satisfaction on performance, (3) positive direct influence between head leadership school to job satisfaction.

## **2. METHOD**

This quantitative research uses the survey method through the path analysis approach. Before being used in research an instrument test was conducted to test the validation and reliability of each instrument so that it could be used in research. The study was conducted on 66 State Vocational Schools in DKI Jakarta, with 133 teachers with the status of the State Civil Apparatus and sample taking using the Slovin formula. A sample of 100 civil servant teachers was obtained by a simple random method from the population and was spread in public schools and represented all the guidance and concealing teachers of State Vocational Schools. The data in this study were collected using a questionnaire-shaped instrument that included a performance questionnaire, school principal leadership, and job satisfaction that

had gone through the stages of empirical validation through instrument trials. Then the reliability calculation on the valid instrument points is performed which shows the appropriateness of the instrument to be used in research. The interrelationships between each variable in this study are presented in the form of the following constellations:



### 3. RESULT AND DISCUSSION

The researcher determines the regression equation between variables: (1)  $\hat{Y} = 32.510 + 0.5737 X_1$ , (2)  $\hat{Y} = 59.803 + 0.553 X_2$ , (3)  $X_2 = 53.160 + 0.685 X_1$  before the path analysis is performed. For a regression analysis to be carried out, testing requirements is a must. Data analysis to test the research hypothesis is carried out by statistical analysis or path analysis. Before testing the hypothesis, the analysis requirements test is first performed which includes the following: (1) the estimated error normality test, and (2) the significance and regression linearity test. Test the normality of estimated errors using the Liliefors test. The test criterion is if  $L_{count} < L_{table}$  at  $\alpha = 0.05$  then the regression equation is normally distributed. Based on the calculation results of the estimated normality error test Y over  $X_1$ , Y over  $X_2$ , and  $X_2$  over  $X_1$ , all indicate that  $L_{count} < L_{table}$  so that all regression equations are normally distributed.

Tabel 1. Normality Test Results

Estimated Error	$L_{count}$	$L_{table}$	Normality Test
Y on $X_1$	0,066	0,089	Normal Distribution
Y on $X_2$	0,086	0,089	Normal Distribution
$X_2$ on $X_1$	0,068	0,089	Normal Distribution

For the significance test carried out by ANAVA calculation with the test criteria is if  $F_{count} > F_{table}$  at  $\alpha = 0.01$  then the regression coefficient between variables is significant. Based on the results of the calculation of the significance test, all of them indicate that  $F_{count} > F_{table}$  then the regression coefficient between all variables is very significant. For the linearity test

of a simple regression equation with the criterion that if  $F_{count} < F_{table}$  then the relationship between variables is linear. Based on the calculation results of the linearity test, all of them indicate that  $F_{count} < F_{table}$  then all relationships between variables are linear.

Tabel 2 Summary of Simple Regression Significance Test Results and Regression Linearity Tests

Reg	Equality	Regretion Test		Uji Linieritas		Kesimpulan
		$F_{count}$	$\frac{F_{table}}{\alpha = 0,05}$	$F_{count}$	$\frac{F_{table}}{\alpha = 0,05}$	
Y on $X_1$	$\hat{Y} = 32,510 + 0,737 X_1$	54,461	3,938*	0,446	1,811 <sub>ns</sub>	Very significant regression / Linear regression
Y on $X_2$	$\hat{Y} = 59,803 + 0,553 X_3$	51,163	3,938*	1,418	1,811 <sub>ns</sub>	Very significant regression / Linear regression
$X_2$ on $X_1$	$\hat{X}_3 = 53,160 + 0,685 X_1$	37,189	3,938*	0,712	1,811 <sub>ns</sub>	Very significant regression / Linear regression

After testing the estimated error normality, significance test and linearity regression, a path analysis is performed to test the research hypothesis. The following table explains the results of the calculation and testing of the path coefficient with  $t_{table} = 1,660$  for  $\alpha = 0.05$ , with the criteria if  $t_{count} > t_{table}$ , the path coefficient test results show that the path is very well shaped and can explain the influence between variables.

Table 3. Calculation Results and Path Coefficient Testing

Path	Correlation Coefficient	Path Coefficient	$T_{count}$
$X_1$ to Y	$r_{1y} = 0,598$	$p_{y1} = 0,367$	4,313
$X_2$ to Y	$r_{2y} = 0,586$	$p_{y2} = 0,222$	2,365
$X_1$ to $X_2$	$r_{21} = 0,524$	$p_{y4} = 0,324$	3,993

Thus it can be concluded the path between the principals' leadership variables on performance, job satisfaction on performance, and principals' leadership on job satisfaction, the path coefficient is significant because the  $t_{count} > t_{table}$ . The path coefficient test results in

this study indicate that the path is very well shaped and can explain the influence of the principal's leadership, and job satisfaction on the performance of State guidance and concealing Vocational high school teachers in Jakarta. So that it can explain the influence of exogenous variables with endogenous variables analyzed.

#### *Effect of Principal Leadership on Performance*

To prove the principal's leadership has a direct positive effect on performance, the statistical hypotheses are:  $H_0: \beta_{y1} \leq 0$ ,  $H_1: \beta_{y1} > 0$ . The results of the calculation of the influence of principals' leadership on performance, obtained a path coefficient of 0.367 and a calculated value of the path coefficient of 4.313,  $t_{count} (4,313) > t_{table} (2,346)$  at  $\alpha = 0.01$ , then  $H_0$  is rejected. It can be concluded that there is a positive direct effect of school leadership on performance. That is, increasing the principal's leadership will result in improved performance.

In accordance with the theory (Yukl & Mahsud, 2010) about the relationship of leadership and performance is, "performance is more likely outcome of change initiative when people trust their leaders and believe that the change is necessary and likely to be effective (strong referent and expert power)". Performance is the result of an initiative to change when subordinates trust their leaders and believe that change needs to be done and will be effective. Good leadership as a representation of transformational leadership related to performance is stated by (Colquitt, et al., 2011) that, "transformational leadership has a strong leadership effect on job performance".

The results showed that effective headmaster's leadership, which is seen when the principal supports guidance and concealing teachers in working, directing teachers, fostering cooperation, delegating work well and setting an example in working will improve the performance of guidance and concealing teachers. Teachers will feel cared for and supported in carrying out their assignments and work. So based on this empirical evidence, it can be concluded that the leadership of school principals has an effect on increasing performance in guidance and concealing teachers.

#### *Effect of Job Satisfaction on Performance*

To prove that job satisfaction has a direct positive effect on performance, the statistical hypothesis is:  $H_0: \beta_{y2} \leq 0$ ,  $H_1: \beta_{y2} > 0$ . The results of the calculation of the effect of job satisfaction on performance, obtained a path coefficient of 0.222 and the t-value of this path coefficient of 2.365  $t_{count} (2,365) > t_{table} (1,660)$  at  $\alpha = 0.05$ , then  $H_0$  is rejected. Thus it was concluded that there was a positive direct effect of job satisfaction on performance.

The results of research on the positive direct effect of job satisfaction on teacher performance under study are in accordance with the theory the effect of job satisfaction on performance is as follows, happy workers are more likely to be productive workers (Langton, Robbins, & Judge, 2013). Some researchers used to believe the relationship between job satisfaction and job performance was a myth. But a review of 300 studies suggested the correlation is pretty strong. As we move from the individual to the organizational level, we also find support for the satisfaction – performance relationship. When we gather satisfaction and productivity data for the organization as a whole, we find organizations with more satisfied employees tend to be more effective than organizations with fewer.

The results showed that job satisfaction felt by teachers, would lead to an increase in the performance of guidance and concealing State Vocational High Schools teachers in DKI Jakarta. Teacher job satisfaction in carrying out their duties at school will lead to enthusiasm in carrying out daily tasks at school and an increasing emotional bond between teacher and school. A strong emotional bond to the teacher towards the school will be realized by his

involvement with all activities in the school to the maximum and carried out with pleasure and sincerity. Based on this empirical evidence, it can be concluded that high job satisfaction will affect the performance improvement of teachers.

#### *Effect of Principal Leadership on Job Satisfaction*

To prove the principal's leadership has a direct positive effect on job satisfaction, the statistical hypotheses are:  $H_0: \beta_{21} \leq 0$ ,  $H_1: \beta_{21} > 0$ . The results of the calculation of the influence of the principal's leadership on job satisfaction, obtained a path coefficient of 0.324 and a calculated value of the path coefficient of this path of 3.993,  $t_{count} (3.993) > t_{table} (2.365)$  at  $\alpha = 0.01$ , then  $H_0$  is rejected. Thus it was concluded that there was a positive direct effect on the principal's leadership on job satisfaction.

The results of research on the positive direct influence of school leadership on teacher job satisfaction studied in accordance with the theory put forward by Gibson et al, that job satisfaction is an attitude that individuals have about their jobs. It results from their perceptions of their jobs, based on factors of the work environment, such as the supervisor's style, policies, and procedures, work group affiliations, working conditions, and fringe benefits (Gibson, et al., 2011).

The results showed that the headmaster's leadership influence job satisfaction, it can be interpreted that the headmaster's high leadership will lead to an increase in the performance of the guidance and concealing State Vocational School teachers in DKI Jakarta. Based on this empirical evidence, it is said that this finding shows the principal's leadership is one of the variables that directly affects the job satisfaction variable.

#### **4. CONCLUSION**

Based on the results of testing the hypotheses and discussing the results of research that have been stated in the previous chapter, through research conducted on the Guidance Counselors of State Vocational Schools in DKI Jakarta, the following research conclusions are obtained: Jakarta. This means that increasing the principal's leadership can lead to high performance improvements; (2) Job satisfaction has a direct positive effect on the performance of guidance and concealing State Vocational School teachers in DKI Jakarta. This means that a high increase in job satisfaction can lead to high performance improvements; (3) Principal's leadership has a direct positive effect on job satisfaction of guidance and concealing Vocational Schools teachers in DKI Jakarta. This means that high school principal leadership can lead to high job satisfaction. Based on the conclusions of this study, it can be shown that improving teacher performance can be done by improving school principal leadership and teacher job satisfaction. Efforts to improve performance through the leadership of school principals can be done by supporting teachers at work, giving rewards to guidance and concealing teachers who excel, being role models at work, giving guidance to guidance and concealing teachers on many occasions and in various ways, fostering cooperation, and delegating work well. Efforts to improve performance through job satisfaction can be seen by the existence of satisfactory promotions, satisfying income, adequate supervision is carried out, having cooperative partners, and pleasant work.

#### **5. ETHICAL CLEARANCE**

Ethical clearance for this study was gained from Educational Management Postgraduate Program of Universitas Negeri Jakarta, Indonesia.



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## CONFLICT OF INTEREST

Nil.

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